

SOCASTEE ELEMENTARY

4950 Socastee Boulevard
Myrtle Beach, South Carolina 29588

GRADES PK-5 Elementary School

ENROLLMENT 529 Students

PRINCIPAL Cheryl Banks 843-293-7800

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	44	53	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes

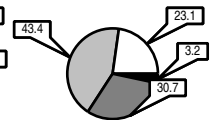
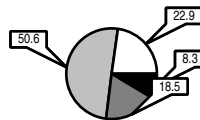
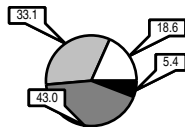
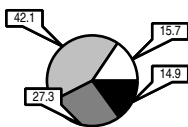
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	283	98.2	17.9	33.3	43.3	5.4	62.5	Yes	Yes
Gender									
Male	160	98.1	25.0	35.6	37.1	2.3	56.1		
Female	123	98.4	9.3	30.6	50.9	9.3	70.4		
Racial/Ethnic Group									
White	194	99.0	12.7	32.9	46.8	7.5	69.4	Yes	Yes
African-American	44	97.7	31.4	48.6	20.0	0.0	34.3	I/S	I/S
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	94.3	37.5	16.7	45.8	0.0	54.2	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	214	99.1	13.9	33.2	47.1	5.9	67.4		
Disabled	69	95.7	32.1	34.0	30.2	3.8	45.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	283	98.2	17.9	33.3	43.3	5.4	62.5		
English Proficiency									
Limited English Proficient	18	88.9	58.3	16.7	25.0	0.0	33.3	I/S	I/S
Non-Limited English Proficient	265	98.9	15.8	34.2	44.3	5.7	64.0		
Socio-Economic Status									
Subsidized meals	187	97.3	21.9	32.5	43.7	2.0	56.3	Yes	Yes
Full-pay meals	96	100.0	11.2	34.8	42.7	11.2	73.0		

Mathematics - State Performance Objective = 15.5%									
All Students	283	98.6	14.6	42.7	27.6	15.1	59.8	Yes	Yes
Gender									
Male	160	98.1	19.8	38.9	27.5	13.7	54.2		
Female	123	99.2	8.3	47.2	27.8	16.7	66.7		
Racial/Ethnic Group									
White	194	98.5	9.3	41.3	30.8	18.6	68.0	Yes	Yes
African-American	44	97.7	31.4	42.9	22.9	2.9	37.1	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	29.2	54.2	12.5	4.2	37.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	214	100.0	8.0	42.2	32.6	17.1	69.0		
Disabled	69	94.2	38.5	44.2	9.6	7.7	26.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	283	98.6	14.6	42.7	27.6	15.1	59.8		
English Proficiency									
Limited English Proficient	18	100.0	41.7	50.0	8.3	0.0	25.0	I/S	I/S
Non-Limited English Proficient	265	98.5	13.2	42.3	28.6	15.9	61.7		
Socio-Economic Status									
Subsidized meals	187	97.9	20.0	49.3	21.3	9.3	51.3	Yes	Yes
Full-pay meals	96	100.0	5.6	31.5	38.2	24.7	74.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	82	100.0	11.3	42.3	42.3	4.2	46.5
	Grade 4	101	100.0	23.6	48.3	28.1	N/A	28.1
	Grade 5	116	99.1	28.0	50.5	20.6	0.9	21.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	86	98.8	16.9	16.9	49.3	16.9	66.2
	Grade 4	98	99.0	23.8	32.1	44.0	N/A	44.0
	Grade 5	99	99.0	15.8	48.4	33.7	2.1	35.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	82	100.0	4.2	60.6	28.2	7.0	35.2
	Grade 4	101	100.0	14.6	47.2	22.5	15.7	38.2
	Grade 5	116	100.0	15.7	59.3	21.3	3.7	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	86	98.8	9.9	42.3	28.2	19.7	47.9
	Grade 4	98	98.0	14.5	44.6	33.7	7.2	41.0
	Grade 5	99	99.0	18.9	41.1	21.1	18.9	40.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 529)				
First graders who attended full-day kindergarten	96.2%	N/C	100.0%	100.0%
Retention rate	1.7%	Down from 2.1%	3.2%	2.7%
Attendance rate	95.6%	Up from 95.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.4%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.3%		3.9%	3.5%
Eligible for gifted and talented	13.4%	Up from 9.3%	12.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.9%	Down from 15.2%	9.5%	8.2%
Older than usual for grade	0.8%	Down from 1.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Up from 1.4%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	35.0%	Down from 41.5%	48.6%	51.4%
Continuing contract teachers	82.5%	Down from 85.4%	87.5%	87.5%
Highly qualified teachers**	88.6%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	5.4%		0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 82.4%	86.5%	86.7%
Teacher attendance rate	93.6%	Up from 92.7%	94.5%	94.9%
Average teacher salary	\$39,669	Up 2.5%	\$40,082	\$40,760
Prof. development days/teacher	11.5 days	Down from 12.6 days	13.5 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 20.1 to 1	18.7 to 1	18.9 to 1
Prime instructional time	88.5%	Up from 87.1%	89.2%	90.0%
Dollars spent per pupil*	\$6,225	Up 6.5%	\$5,858	\$6,044
Percent of expenditures for teacher salaries*	64.5%	Down from 67.9%	65.7%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.6%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Socastee Elementary became a 2003-2004 SDE Red Carpet School for having a family-friendly environment. Our school benefited from our continued High Performance Partnership with the Jackson Companies providing us with 24 mentors. Our PTO and family school coordinator added another 30 volunteers. State funds made possible the addition of a tutorial teacher working with grades two through five. Title I federal funds supported having our Gifted and Talented teacher in our building five days a week, providing reading remediation sessions as well as enrichment instruction. At-risk first graders received Reading Recovery services. Our After School Academy expanded to include morning tutorial services and a Saturday Scholar enrichment course for identified students, grades three through five.

Measures of Academic Progress (MAP) performance, daily progress and student work served as the foundation for instructional changes. Grades four and five established an intergrade readers' workshop. Grades two and three rotated students for guided reading. Kindergarten and first grade students participated in Phonological Awareness Lessons (PALS). Kindergarten/child development aides trained in PALS to provide small group instruction for our students. Co-curricular teachers worked regularly with small groups of students. Teachers met regularly to analyze student data and share instructional ideas. All teachers participated in staff development targeting reading instruction. Our math instruction included additional problem solving activities, focus lessons and had three of our students taking a pre-algebra online course. Daily science instruction utilized hands-on, experiment-oriented kits for key standards. Social studies content was integrated into reading units. Countless strategic hours by faculty and staff to prepare instruction for areas needing strengthening and enrichment resulted in meaningful student participation in the educational program. Visiting speakers, a portable planetarium and field study trips provided experiences beyond the classroom. Books authored by our classes and students were published.

Our teachers and students added to a long list of accomplishments including: participation in the Reader's Digest Word Challenge; Spelling Bee; Hoops for Hope; Pennies for Patients; the American Heart Association Walk; McDonald's Food Drive; St. Jude's Hospital Math-a-Thon; Bookbags for Foster Children; and HTC's Recycling Drive. Our chorus performed at the State Fair and sent a representative to the state's Honor Choir. Students participated in the American Fitness Challenge, Myrtle Beach Fun Run, Family Reading Nights and a Dr. Seuss' Centennial. School Improvement Council (SIC) supported and organized a team of room parents and a parent e-mail distribution list, increasing our communication efforts with the school. PTO and SIC supported our annual events, the Multicultural Family Fair and PACT Blast Celebration.

One of the most exciting physical changes for our school was the redesign and paving of our parking lot giving us one direction traffic flow. The smooth entry began days at Socastee Elementary with smart direction as the teamwork and commitment of all those serving our students continues to help us seek, explore and soar!

Cheryl Banks, Principal

Laura Abernathy, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	112	80
Percent satisfied with learning environment	62.2%	81.8%	89.7%
Percent satisfied with social and physical environment	73.0%	85.2%	91.3%
Percent satisfied with home-school relations	27.0%	85.3%	81.3%

*Only students at the highest elementary school grade level at this school and their parents were included.